



Indiana Career Council Community College Best Practices Taskforce

Report and Recommendations to Career Council

November 25, 2013

Call to Action

33 percent of Hoosiers have the equivalent of a two year post secondary degree or more. If the State remains along its current pathway, with the same policies, practices, and outcomes, it is projected that by 2025, 41 percent of Hoosiers will achieve this level of education. However, by 2018 at least 55 percent of Hoosiers jobs, or 1,748,000 jobs, will require some form of post-secondary education. Of those, 56.5 percent, or 987,000 jobs, will require less than a four-year degree. In order to close this gap, the State of Indiana needs to ensure that both traditional, out-of-high school student, and perhaps more importantly, non-traditional students are positioned to increase their educational attainment.

The complexity of the student body at Indiana's two-year colleges creates unique challenges. Both Ivy Tech and Vincennes University provide instruction to a mixture of traditional out-of-high school students that often aspire to transfer to four-year institutions prior to graduation and non-traditional students. These schools serve working adults, single parents, and a high percentage of minority and low-income students who are looking to use higher education as a means to a higher standard of living and career fulfillment. These students often require more intensive services, including advising and counseling, in order to stay on track to graduate, and they often take less than a full-time course load to balance work-school-life responsibilities. In 2012, 54 percent of Ivy Tech and 40 percent of Vincennes University degree-seeking students were age 25 or greater, and in the Fall Semester of 2013, 62 percent of Ivy Tech and 34 percent of Vincennes University degree-seeking students were enrolled part-time. In addition, in 2012, 28 percent of Ivy Tech and Vincennes University students were minorities.

Currently, Ivy Tech and Vincennes University provide instruction to over 180,000 students on an annual basis; however, the two year graduation rate among these institutions is only 4 percent and the three year graduation rate is only 12 percent. Additionally, associate degree graduates from Indiana's two-year colleges take over 4 years on average to complete their degree. While Indiana's two-year colleges continue to address the unique challenges of their student bodies and have increased the efficiency with which they operate, increasing the number of graduates in recent years, they are not yet producing the number of graduates needed to fulfill the educational and skills requirements for Indiana's projected employer demand.

The State of Indiana needs to take urgent action to ensure that its two-year colleges are producing the number of graduates needed to fulfill the demand for educated and skilled individuals within Indiana's employer community.

Overall Recommendation

The Career Council should request that Ivy Tech and Vincennes University investigate the implementation of best practices indicated within this report and provide a progress report of their activities to the Career Council by March 1, 2014. Further, Ivy Tech and Vincennes University will be invited to provide brief presentations to the Career Council, covering the implementation of best practices aimed at increasing the number of program completions, at the March 2014 Career Council meeting. The recommended best practices consist of the following:

The Expansion of:

- Co-requisite course offerings in Math and English
- Accelerated Degree Programs
- Industry Partnership Work-School Models
- Alternative Paths to Remediation
- Programs Facilitating and Encouraging Full-time Enrollment

The Implementation of:

- Block scheduling availability at all Campuses
- Focused Strategies for Working Adults
- Meta-Majors Programming that are Aligned with Primary Employment Sectors
- Meaningful Linkages between Education and Workforce Outcomes

More details on these best practices are provided later in this report.

Further, the Community College Best Practices taskforce should continue its work through at least March 2014. During this time, the taskforce will further investigate the following in collaboration with the Commission for Higher Education, with the intention of making final policy and potential legislative recommendations to be included in the final Career Council strategic plan due on July 1, 2014:

- Funding Levels of the Community Colleges
- Student Financial Aid Programs Focused to Working Adults/Non-Traditional Students
- Enhanced industry Connections to Community College Programs
- Closer Alignment of Community Colleges with Sector Strategies

Overview of Work of Taskforce

The Community College Best Practice taskforce was established by the Career Council at its August 19, 2013 meeting. The Career Council charged the taskforce with reviewing best practices of community colleges throughout the United States, to analyze the practices of Ivy Tech Community College and Vincennes University, and to make recommendations to the Career Council on how these schools can implement best practices that address the needs of the state's employment sector. The taskforce formed quickly, holding its first meeting on September 6, 2013. The taskforce members consisted of Chairman Joe Loughrey; Representative Christina Hale; Dick Helton, President of Vincennes University; Teresa Lubbers, Commissioner of the Indiana Commission for Higher Education; and Tom Snyder, President of Ivy Tech Community College of Indiana.

In order to complete its duties, the taskforce established a work plan, wherein it would first review best practices throughout the U.S. by calling in experts from organizations that study practices of community colleges. Following this review, the Commission for Higher Education would be asked to report where it believed that progress was being made throughout Indiana; and finally, both Ivy Tech and Vincennes University would be asked to report on their progress in implementing innovative best practices.

At the taskforce's first meeting, Josh Wyner, Executive Director of the Aspen Institute College Excellence Program, provided the taskforce with a presentation detailing the Aspen Institute's work in developing and establishing its Prize for Community College Excellence. Through the development and implementation of this award, the Aspen Institute has been able to define and benchmark excellence among community colleges. More detail on the Aspen Institute's framework for benchmarks of exceptional community colleges may be found later in this report, and a copy of Mr. Wyner's presentation is appended to this report.

Following the presentation and discussion with Aspen Institute, at its next meeting, the taskforce met with Tom Sugar, Vice President of Complete College America. Complete College America is an organization, based in Indianapolis that is focused upon a single mission of significantly increasing the number of college graduates and closing attainment gaps. Through its work with 34 states, Complete College America has developed what it calls "game changers," which are best practices that have been shown to significantly impact the persistence, completion, and outcomes of college students. More detail on Complete College America's game changers may be found later in this report, and a copy of Mr. Sugar's presentation is appended to this report.

At its next meeting, the taskforce reviewed data from Ivy Tech and Vincennes University through the lens of the metrics the Aspen Institute utilizes to recognize high-performing community colleges throughout the U.S. The taskforce conducted this work as a way to consider alternative methods for measuring the success of Indiana's community colleges. During the meeting, Teresa Lubbers, Commissioner of the Indiana Commission for Higher Education provided the taskforce with an overview of CHE's viewpoints on where the state is relative to best practices within community colleges. Ms. Lubbers shared the following with the taskforce:

- In order for Indiana to meet educational attainment needs of Indiana’s employers and economy, it is important to see continuing increases in enrollments at community colleges;
- Productivity is increasing at Ivy Tech and Vincennes, but completions and graduations need to continue to increase;
- Performance-based funding is a key strategy toward driving increased outcomes, and the performance-funding model must align with objectives of the state;
- Incentivizing students to enroll in full-time studies by tying course load to financial aid has been shown to increase completion rates and time to completion;
- Intrusive counseling to students is also a key factor in improving outcomes, but there may be challenges with redesigning counseling system due to high student to counselor ratio and costs of increasing the number of counselors; and
- Deeper connection between industry needs and program offerings has also been shown to drive outcome improvement.

A copy of the Commission for Higher Education’s strategic plan, “Reaching Higher, Achieving More,” may be found at http://www.in.gov/che/files/2012_RHAM_8_23_12.pdf.

The next two meeting of the taskforce were devoted to receiving presentations from Ivy Tech and Vincennes University that covered activities at both schools relative to best practices they have implemented and are focused on scaling. During Ivy Tech’s presentation, Tom Snyder and Jeff Terp:

- Presented data showing significant increases in enrollment and dual credit offerings/awards over past six years;
- Highlighted plans to scale co-requisite/remediation offerings to students, which is one of the five “game changers” recommended by Complete College America;
- Showed increased retention rate of students and number of credentials awarded to students over past six years;
- Shared information about new curriculum pathways they will be implementing, as well as a new division structure designed to keep students on-track to graduation or transfer to 4-year schools. These programs included:
 - ASAP program – 12 month to an associate degree program:
 - Program focused to recent high school graduates;
 - Program has been very successful to date – 84% completion rate for students;
 - Program is costly – Ivy Tech investigating funding models to scale program;
 - Ivy Institute – 40 weeks of instruction to technical certificate;
- Shared desire to increase the number of advisors available to students and to increase the ratio of full-time faculty to adjunct faculty;
- Shared their need for additional funding in order to support growth, continue implementing best practice models, and scaling successful programs.

During Vincennes University's presentation, Dick Helton:

- Provided an overview of Vincennes University's structure, including the number of locations and program opportunities;
- Highlighted data that showed increasing enrollments, retention, and student completions;
- Shared success in providing dual credit opportunities through its Project Excel, where in 2012-2013, nearly 9,000 high school students throughout Indiana earned over 51,000 credit hours through Vincennes University;
- Explained Vincennes' efforts to increase student persistence and completion through advising by student success coordinators, early-warning systems, degree mapping, and co-requisite remediation;
- Shared information about industry partnership school/work programs, including:
 - Toyota Advanced Manufacturing Technician program, which is a partnership between Vincennes' and Toyota, where a cohort of students are employed at Toyota and work there on Mondays and Fridays, while attending block scheduled courses at Vincennes on Tuesdays through Thursdays each week. Upon successful completion of the program, all graduates are offered full-time employment at Toyota in high-paying jobs; and
 - The Jasper Center for Technology, Innovation, and Manufacturing Career Advancement Partnership, which is a cooperative educational partnership between Vincennes University's Jasper campus and a number of regional manufacturing partners;
- Highlighted the success of Early College Programs, focusing on Ben Davis University, where high school students have the opportunity to complete an associate degree while completing high school.

Copies of the presentations provided by Ivy Tech and Vincennes University have been appended to this report.

Following these presentations, the taskforce focused its efforts over its next two meetings with developing the report and recommendations found within this document.

Aspen Institute Areas of College Excellence

Through its work in researching, analyzing, and evaluating best practices among community colleges, the Aspen Institute has identified five areas in which excellent community colleges distinguish themselves:

- **Completion Outcomes** – Used to provide comprehensive student direction and identify clear pathways for students that extend beyond college.
- **Learning Outcomes** – Strengthened by providing meaningful on-boarding for teachers and professors that create and maintain a sense of urgency.
- **Labor Market Outcomes**– Utilized with both students and institutional decision-making; using data for planning and assessment and to create a vision for new economic opportunity.

- **Equitable Outcomes** – Focused on scale and sustainability of reforms, and utilize data to ensure equity among student populations.
- **Culture and Leadership** – Ensure that shared vision and goals are developed and communicated, and that exceptional leaders are nurtured and retained.

Complete College America Game Changers

Complete College America has identified the five game changes listed below as best practices that can dramatically increase the persistence and completion of college students:

- **Performance funding** – Pay for performance, not just enrollment. Use Complete College America and National Governors Association metrics to tie state funding to student progression through programs and completion of degrees and certificates. Include financial aid incentives to encourage the success of low-income students and the production of graduates in high-demand fields.
- **Co-requisite remediation** – Enroll most unprepared students in college-level gateway courses with mandatory, just-in-time instructional support. Combine reading and writing instruction. Align mathematics to programs of study, matching the curriculum to real-world career needs. For the most unprepared students, provide remedial help parallel to highly structured coursework, eliminating remediation as a barrier to entry into college-level study.
- **Time and intensity** – Cap degree credit requirements to ensure degrees can be completed on time. Ensure college credits can be transferred. Incentivize students to attend full-time and ensure that full-time means 15 credits per semester.
- **Guided pathways to success** – Enabled by technology, enroll all students in highly structured degree plans, not individual courses. Map out every semester of study for the entire program, and guarantee courses will be available when needed. Use built-in early warning systems to alert advisors when students fall behind to ensure efficient intervention.
- **Block scheduling**– Help working students balance jobs and school by utilizing block scheduling of classes to add predictability to their busy lives – doing so, enables many more students to attend college full-time, shortening their time to completion.

Recommended Best Practices

The taskforce has grouped its recommendations into three overall categories: *Acceleration to Completion*, *Informed Choice and Proactive Advising*, and *Leadership and Governance*.

Acceleration to Completion refers to practices that directly address the needs to ensure that students persist and complete their programs of study in a shorter timeframe. *Informed Choice and Proactive Advising* refers to practices wherein students are provided with the support needed and encouraged to persist and complete programs of study that fulfill their academic and professional aspirations with the appropriate rigor and commitment. *Leadership and Governance* refers to practices in which the leadership of the institutions commits to continuous improvement practices and measure success of the institutions based upon meaningful outcomes.

Each of the three categories has been sorted into sub-categories: *Current Best Practices*, *Practices to Scale*, and *Innovations to Implement*. *Current Best Practices* are those practices that Ivy Tech and/or Vincennes University are currently offering which the taskforce recommends that the Career Council support. *Practices to Scale* are those practices that have been implemented in some fashion at either Ivy Tech or Vincennes. The taskforce recommends that the schools investigate how these practices can be expanded to include more students at additional locations, as appropriate. *Innovations to Implement* are practices that have not been implemented to-date that research and data show have the ability, when implemented effectively, to positively impact the persistence and completion rates of students and to enhance robust workforce outcomes of those students.

1. Acceleration to Completion

Current Best Practices

- a. **Performance-based funding (for persistence, completion, on-time completion, at-risk student completion, successful remediation, and institutionally-defined metrics)** – The State of Indiana currently awards 6 percent of its operating funding to public post-secondary institutions based upon performance.
- b. **Student financial aid tied to full-time course load** – The State of Indiana’s two main financial aid programs, the Frank O’Bannon grant and 21st Century Scholars Program, have long served only full-time students and limited funding to four years. The State is currently phasing in credit completion thresholds designed to help these full-time students graduate before their financial aid eligibility runs out. Students are now required to *complete* (not just take) at least 24 credits per year to stay eligible for the financial aid and students will get significantly more money if they complete 30 credits per academic year. The State also administers a part-time grant program that is currently funding at \$7.8 million per year. Students receiving that funding will now be required to complete 18 credits per academic year to stay eligible. However, the taskforce has identified the need for alternative models to serve non-traditional students and therefore recommends that alternative solutions for a portion of state-funded financial aid, designed to align with emerging non-traditional student delivery models, be further investigated.

Practices to Scale

- a. **Accelerated Degree Programs** – These programs expedite the completion of degrees by providing block scheduling and wraparound supports to students. Ivy Tech currently offers its ASAP Program to recent high school graduates. The program provides instruction and focused supports (including a stipend) to students, and leads to an associate’s degree in 12 months. The program has shown excellent outcomes, with 86 percent of students earning a degree or continuing enrollment after 12 months and 92 percent earning a degree after two years.
- b. **Co-requisite remediation Math and English**– These programs meld remediation with “gateway” courses and provide students with the opportunity earn credit towards their degree rather than completing a remedial course prior to enrolling in the credit-bearing

“gateway” course. Both Ivy Tech and Vincennes have implemented co-requisite courses, and best practices throughout the nation have shown that offering co-requisite remediation can potentially double the traditional remedial student success in the “gateway” course (currently 20 percent in Indiana). For more information on the importance of co-requisite remediation, please see the Complete College America presentation attached to this report. Further, both Ivy Tech and Vincennes University should continue to investigate the sequencing of co-requisite remediation courses, in order to ensure that the knowledge and skills learned through remediation can be stacked and lead to greater success in remediation.

- c. **Industry Partnership Work-School Models** – Ivy Tech and Vincennes Universities have implemented programs that connect industry needs directly to employment opportunities available within those industries. One such example is the Toyota Advanced Manufacturing Technician program available at Vincennes University. In this program, participating students are provided with block-scheduled coursework at Vincennes Tuesday through Thursday of each week, while working at Toyota on Mondays and Fridays. Upon completion of the educational program, students have the opportunity to go to work full-time at Toyota in high wage positions. Through the program, students see the direct applicability of their learning and Toyota is able to ensure that the education is directly aligned to its workforce needs. The Indiana Business Research Council reported to the Career Council that businesses have increasingly reported that soft skills, such as flexibility and adaptability, interpersonal skills, critical thinking, problem-solving, and dependability, are essential in the preparation of workers. Well-designed industry partnership work-school programs are able to imbed “soft” skill development and demonstration that employers regularly report while students are developing that “hard” skills required within the workplace. Industry Partnership Work-School programs have tremendous educational attainment and workforce outcomes and ensure that the educational content is directly aligned with employer needs. They are representative of the success of programs that provide business and industry-driven curriculum to students and that directly support the needs of Indiana’s economy. Both Vincennes University and Ivy Tech should be encouraged to work with employers and consortiums of employers (specifically small business in focused employment and industry sectors) to establish more programs such as this throughout the state. Further, the Career Council should investigate practices to encourage and support the enhancement of employer involvement in curriculum development within community colleges.
- d. **Alternative Paths to Remediation** – Both Ivy Tech and Vincennes University have had success in developing and implementing programs that provide student access to remediation that do not involve the traditional classroom-based, non-credit bearing remedial courses. In addition to co-requisite remediation, Ivy Tech and Vincennes should expand the availability and usage of programs such as MyFoundationsLab, an online remediation tool that provides students with self-paced, customized, and interactive learning activities designed to increase math and English knowledge and

close the remediation gap. With an estimated 75 percent of two-year students requiring some form of remediation, it is of key importance for Ivy Tech and Vincennes University to increase student access to, and use of, these forms of alternative paths to remediation.

- e. **Enhanced Connections between Secondary and Post-Secondary Career and Technical Education** – Both Ivy Tech and Vincennes University offer multiple programs that link secondary and post-secondary education. These programs, such as dual-credit offerings made available through high schools in partnership with Ivy Tech and Vincennes University, offer students an opportunity to earn college credit while in high school, and thus can lead to more rapid student completion of post-secondary education and a financial savings for the student. In addition, both Ivy Tech and Vincennes currently offer focused, employer-aligned programs wherein students begin post-secondary studies at high school, and graduate high school with the credits necessary to obtain an associate degree and/or workforce certifications or only require minimal studies at post-secondary institutions to earn a credential. For example, the Early College program at Ben Davis University and six other Indiana high schools, offered by Vincennes University, offer students an opportunity to complete an associate degree while completing high school. The Hire Technology program, developed by Conexus Indiana, and offered in coordination with Ivy Tech and high schools provides students with the opportunity to complete high school with dual credits and an industry-recognized certification in logistics or advanced manufacturing. Programs such as these have shown to be a great success, simultaneously preparing high school students with the skills needed for the workplace and further education. The recent launch of Vincennes University's Early Colleges in partnership with Career Centers in Hammond and Area 31, offers special promise to addressing the challenge of preparing students for the workforce as CTE Early College career pathways are developed in conjunction with the career center and based on the workforce needs of the regional employer base.

Innovations to Implement

- a. **Block Scheduling** – Block scheduling has been shown to increase student persistence and completion. In block scheduling, cohorts of students are offered a full-time schedule of courses that are “blocked,” or offered back-to-back on specific days and times of the week (most often Monday through Saturday). While block scheduling may not be as beneficial for students on residential campuses, they allow students at non-residential campuses to maintain a predictable schedule, thus allowing a consistent work-school-life balance, while completing full-time education. Tennessee Colleges of Applied Technology comprehensively implemented block scheduling for its students, and currently has a 75 percent on-time graduation rate, compared to a 14 percent on-time graduation rate for Tennessee Community Colleges. Ivy Tech and Vincennes University should commit to implementing block scheduling for associate degree programs at all campuses throughout Indiana.

- b. **Focused Strategies for Working Adults** – As discussed previously, Ivy Tech has successfully implemented its ASAP program for recent high school graduates. Based upon the success of the program, the taskforce recommends that Ivy Tech develop and implement a program modeled on the ASAP program, aimed at non-traditional students/adult learners. Further, Vincennes University should establish a program of similar structure. These programs should, to the extent possible, be short-term, intensive programs, which lead to an associate degree and/or industry-recognized certifications.
- c. **Alignment of Math Courses with Programs of Study** – For many years, college algebra has been the default math class required by post-secondary institutions for degree completion, regardless of the student's program of study or major area. College algebra truly has one purpose: to prepare students for calculus. For many students, college algebra is a serious obstacle to college success and it does not always align with the students' areas of academic interest or career development needs. Many post-secondary institutions throughout the United States have begun to offer a more student-centered approach to math course requirements. These institutions have developed and implemented math courses that are aligned with students' programs of study or major areas. For example, at these institutions, students that major in health sciences, liberal arts, business, are offered a quantitative reasoning or statistics course as the required math course, and for students in STEM majors, college algebra/precalculus courses are required. The alignment of math courses in this manner assists students to complete the math requirements, while ensuring that the math course taken is more closely tied to the math requirements in their area of interest and study. Ivy Tech will be rolling out the alignment of math courses with its students' major areas beginning in Spring semester of 2014, with statewide implementation completed by Fall semester 2014. Ivy Tech should be commended for implementing this best practice, and Vincennes University should be encouraged to implement it.

2. Informed Choice and Proactive Advising

Current Best Practices

- a. **Degree Maps** – These planning tools are available to students and provide a map to degree completion. Degree maps assist students in setting goals for completion, and laying out a specific pathway to complete. Both Ivy Tech and Vincennes University provide degree maps to students, which help students identify the path to completion, and also assist the college and its advisors to identify when students fall off track or change direction. The Commission for Higher Education published guidance detailing required elements of degree maps as well as suggested elements and processes. Ivy Tech and Vincennes University should ensure that their degree maps meet the Commission's requirements and investigate the feasibility of implementing the suggested elements and processes.

- b. **Mid-term grade reporting** – Both Ivy Tech and Vincennes University provide mid-term grade reporting for their students. This process enables students to ensure that they remain on track to successfully complete courses, and it also provide advisors and faculty and opportunity to identify students who are at risk for failing a course and provide the necessary intervention.

Practices to Scale

- a. **Guided Pathways** – These practices provide students with a default, sequential course schedule that leads them to on-time completion within their areas of study. Students work closely with advisors to determine their area of interest and academic goals, and students are provided with a detailed degree map. Guided pathways require a high level of engagement between students and advisors. In order to accomplish this, schools need to ensure that they maintain the necessary advising capacity. For example, at Ivy Tech, the current ratio between students and advisors is 1,200 to 1. Ivy Tech has set a goal of improving this ratio to 250 students per advisor; however to do so, Ivy Tech will need to add 400 advisors to its staff. Both Ivy Tech and Vincennes University have worked towards enhancing their advising capacity, including an increase in the number and preparation of advisors and improving the ratio between full-time faculty and part-time faculty; however, more work on this front is needed. Guided pathways have been shown to produce higher graduation rates and more on-time graduates, as well as saving students money by limiting courses taken that ultimately don't translate to degree completion. The taskforce recommends that Ivy Tech and Vincennes University continue their work in offering guided pathways to students, ensuring that all degree-seeking students are provided with proactive advising and have the opportunity to opt into a default pathway to completion in their choice of academic study. Further, the taskforce recommends that Ivy Tech and Vincennes continue to improve the ratio between students and advisors and investigate innovative practices to providing the appropriate levels of engagement between students and advisors.
- b. **"15 to Finish" Campaign** – In this campaign, institutions and organizations proactively encourage students to enroll in a minimum of 15 credit hours a semester in order to ensure that they remain on track to graduate on-time. Currently, the Commission for Higher Education, with organizational support from Ivy Tech, Vincennes University, and other institutions of higher education, has implemented this campaign. It is of key importance that students understand the benefits of on-time graduation and what it will take for them to do so. The taskforce recommends that CHE continue to expand this campaign, and that Ivy Tech and Vincennes ensure that its students are explicitly made aware of the ideas behind it, and are thus strongly encouraged to complete a full-time course load of at least 15 credit hours a semester. Further, the Career Council should investigate additional practices that encourage full-time enrollment and on-time completion. These additional practices could include incentives for reverse transfer, in which students begin study at a four-year university, and then transfer to the

community college and complete an associate degree, and incentives for students to complete associate degrees prior to transferring to four-year universities.

Innovations to Implement

- a. **Meta-majors** – In meta-majors programming, students select a broad category, such as STEM, Liberal Arts, Health Sciences, Education, etc., in which to initially major. No student is identified as being undecided or unclassified. Students in meta-majors are able to complete pre-requisite and introductory courses, and are able to narrow their studies to a more specific major in future semesters. Ultimately, meta-majors programming allows students to “explore,” while ensuring that the courses they complete will “count” toward the credits needed for graduation. The taskforce encourages Ivy Tech and Vincennes University to implement of meta-major programming as a part of their standard advising and curriculum processes. To the extent possible, these meta-majors should be closely aligned with the primary employment sectors within the state and local communities.

3. Leadership and Governance

Current Best Practices

- a. **Culture of continuous improvement and student success** – Both Ivy Tech and Vincennes University have worked diligently to establish and maintain a culture that is focused on continuous improvement of operations and processes, and demonstrate a great commitment to encouraging student success. Both schools have demonstrated an improvement in persistence and completion rates in recent years and have shown a willingness to implement innovative practices that aid in the success of its students. The taskforce recognizes the efforts of both schools in this regard and encourages the schools to maintain this culture as they continue improvements and innovations.

Practices to Scale

- a. **Professional Development for College Leadership** – Both Ivy Tech and Vincennes University regularly provide professional development for leadership, including administration, faculty, and advising. Nationwide best practices have shown that focused professional development opportunities have empowered school leadership to further develop skills and cultivate innovations that greatly aid in the success of the institutions and students. In order for Ivy Tech and Vincennes University to help Indiana produce the number of graduates to meet the projected education and skills demand for 2018 and beyond, it is important to encourage professional development around the concepts of change management. The taskforce encourages Ivy Tech and Vincennes University to expand their focus on providing professional development for leadership, ensuring that leaders have the ability to investigate and learn about innovative practices aimed at increasing student attraction, persistence, completion, and workforce

outcomes. Further, the taskforce recommends that these professional development opportunities include increasing the ability to develop and implement techniques necessary to make proactive changes.

Innovations to Implement

- a. **Meaningful Linkages between Education and Workforce Outcomes** – The Aspen Institute includes labor market (post-graduation) outcomes as being one of its five areas of college excellence, indicating that the success of students in the workforce is one of the primary indicators of success for high-performing colleges and universities. Indiana's two year colleges are uniquely positioned to impact Indiana's economy by ensuring that its graduates are prepared to meet the workforce needs of Indiana's employer community. Data show that a greater percentage of students from Ivy Tech and Vincennes University remain in and are employed in Indiana following graduation than students at Indiana's four-year universities. However, in current practice, the success of Ivy Tech and Vincennes University, whether through the State's performance-funding formula or internal performance expectations and goals, are not measured by workforce outcomes. The taskforce recommends that the Career Council investigate the possibility of tying the measure of success of Indiana's two-year public institutions directly to the workforce outcomes of its graduates. Some measures that could be explored include the percentage of graduates employed in Indiana within six months of graduation; the percentage of graduates employed in career fields related to their areas of study; and the average annual earnings of graduates one year and five years post-graduation. Further, the taskforce recommends that Ivy Tech and Vincennes University include relevant workforce outcomes as one of the internal mechanisms they utilize to formally measure the success of their programs.

Special Note: The previous list is not intended to be an exhaustive list of existing best practices and innovations. The taskforce recognizes that there are many best practices that can help increase student persistence and completion and enhance workforce outcomes. In addition to the recommendations contained within this list, the taskforce encourages Ivy Tech and Vincennes University to continue to explore and implement additional best practices.

Attachments

Aspen Institute Presentation

Complete College America Presentation

Ivy Tech Presentation

Vincennes University Presentation

Attachment 1 – Aspen Institute Presentation

Aspen Prize for Community College Excellence

September 6, 2013

Presentation to Indiana Career Council: Community College Best Practices Taskforce

Joshua Wyner
Executive Director
Aspen College Excellence Program

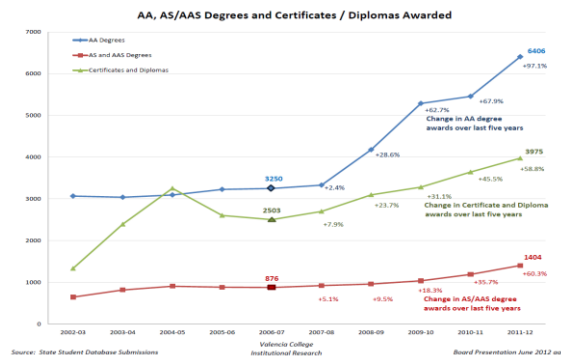


Goals of the Prize

- Elevate the Community College Sector
- Define and Benchmark Excellence
- Identify and Replicate Effective Practices



Valencia College – 2011 Winner



Santa Barbara City College – 2013 Co-Winner

- **Completion-** Within three years of entering SBCC, 64% of full-time students graduate or transfer, compared to the national average of 40%.
- **Transfer-** 57% of full-time students at SBCC transfer to four-year colleges within six years of entering, and over half of transfer students go on to get a bachelor's degree.
- **Equity-** SBCC achieves a strong three-year graduation/transfer rate of 48% (compared to a national average of 35%) for Hispanic students, who comprise over 30% of its student body.



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Walla Walla Community College – 2013 Co-Winner

- **Completion-** Within three years of entering Walla Walla, 54% of full-time students graduate or transfer, compared to the national average of 40%.
- **Labor Market-** Washington state records show that 2011 graduates of Walla Walla earn 79% more— on average— than do other new hires in the area around the college (\$41,548 compared to \$23,244).
- **Equity-** Underrepresented minorities at Walla Walla succeed at rates well above the national average (48% of URM students graduate or transfer from Walla Walla within three years versus the national average of 34%).



THE ASPEN INSTITUTE

How do we Select the Winners?

- **Round 1: From over 1,000 to 120 based on national data.**
 - Aspen identifies a list of 120 institutions eligible to apply for the Aspen Prize based upon completion, improvement, and equity with help of an expert panel (DMAP).
- **Round 2: From 120 to 10 finalists based on institutional data and practice.**
 - Aspen receives applications from eligible institutions, which an expert selection committee reviews for completion, learning, labor market, and equitable outcomes. They chose 10 finalists.
- **Round 3: From 10 finalists to one winner and finalists-with-distinction.**
 - In Round 3, the Prize Jury meets to select the winners and finalists-with-distinction, which is later announced at a celebratory event in Washington D.C.



THE ASPEN INSTITUTE

Areas of College Excellence

➤ Five Parts

1. Completion outcomes
2. Learning outcomes
3. Labor market (post-graduation) outcomes
4. Equitable outcomes
5. Leadership/Culture



THE ASPEN INSTITUTE

How do we assess completion outcomes?

- Completion of associate's degrees/workforce certificates
- Credentials of at least one year in duration
- Transfer to four-year colleges



THE ASPEN INSTITUTE

How do we assess learning outcomes?

- What students learn in courses, within programs, and college-wide
- Institutional practices and policies that result in strong and improving levels of student learning



THE ASPEN INSTITUTE

How do we assess labor market outcomes?

- Institutional practices and policies aligned with labor market needs and student labor market success
- High rates of employment
- Earnings for graduates

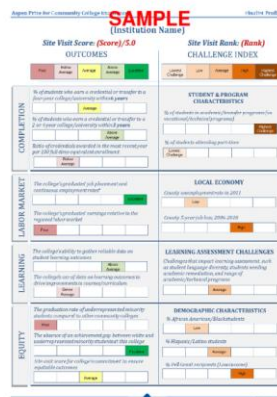
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How do we assess equitable outcomes?

- Success among African American, Hispanic/Latino, Native American, and low-income students
- Access for same populations equal to service area

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Sample Dashboard



Five Qualities of Exceptional Presidents

- Deep commitment to student access and success
- Willingness to take risks to advance student success
- Ability to create lasting change within the college
- Strong, broad vision for the college and its students, reflected in external partnerships
- Raise and allocate resources in ways aligned to student success



Broad Lessons from the Prize

- Exceptionally important work in many places, especially in completion and developmental education
- The best colleges achieve and improve student success in more than one area (completion, labor market, learning and equity)
- Attending to more than one set of outcomes engages key audiences in data-informed work
- Success and continuous improvement flow from culture and leadership



What Exceptional Colleges Do

- Completion Outcomes
 - Student direction
 - Clear pathways extending beyond college
- Learning Outcomes
 - On-boarding -- tenure system and action research
 - Creating and maintaining urgency
- Labor Market
 - Use labor market data for planning and assessment
 - Create a vision for new economic opportunity
- Equitable Outcomes
 - Use data to build and maintain urgency
 - Focus on scale and sustainability of reforms
- Culture and Leadership
 - Shared vision/goals
 - Exceptional leaders



Attachment 2 – Complete College America Presentation

COMPLETE COLLEGE AMERICA
GAME CHANGERS

Indiana Career Council
September 24, 2013
Indianapolis, IN

COMPLETE COLLEGE AMERICA

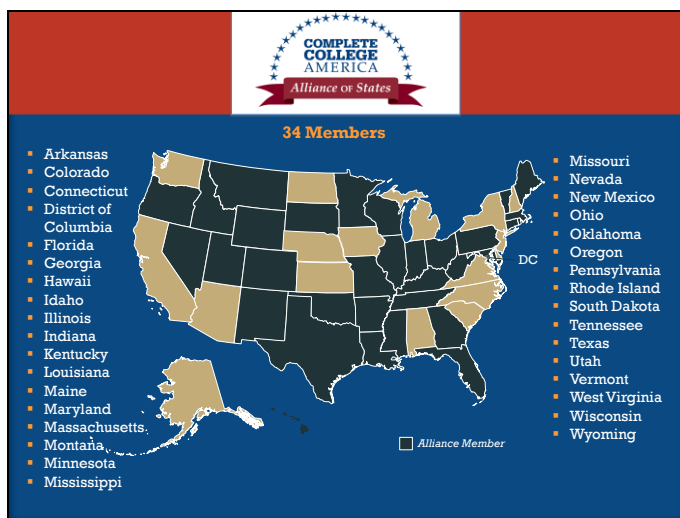
Founded in 2009 with a single focus on working with states for
A SINGLE MISSION

- Significantly increase the number of college graduates, AND
- Close attainment gaps

COMPLETE COLLEGE AMERICA

Founded in 2009 with a single focus on working with states for
Philanthropic Partners

Bill and Melinda Gates Foundation
Lumina Foundation for Education
Carnegie Corporation of New York
Helmsley Charitable Trust
Kresge Foundation
USA Funds



State Commitments

- ✓ **Establish State and Campus Completion Goals**
- ✓ **Measure and Annually Report Student Progress and Success**
- ✓ **Implement at Scale Completion “Game Changer” Strategies**

Indiana Scorecard

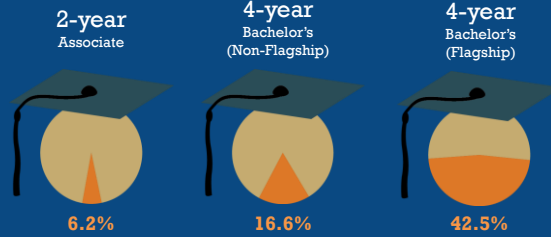
A troubling situation, but...

**Reaching Higher,
Achieving More**

provides reason for optimism!

Very Few Hoosiers Graduate on Time ...

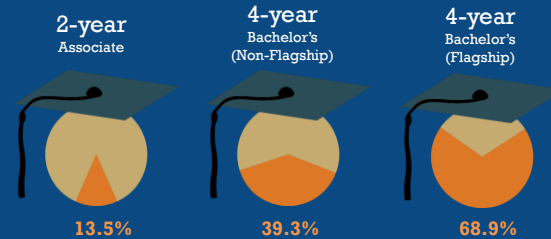
Indiana On-Time Graduation Rates (Full-time students)



7

Too Few Hoosiers Graduate at All

150% Time Graduation Rates (Full-time students)

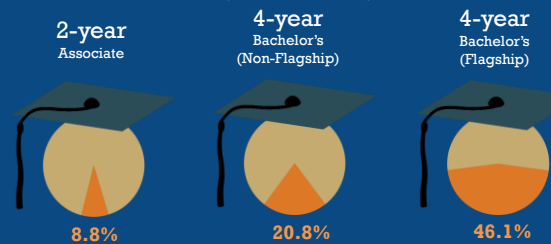


150% time = 3 years for associate, 6 years for bachelor's

8

It's Worse for African American Students in Indiana...

African American 150% Time Graduation Rates (Full-time students)



150% time = 3 years for associate, 6 years for bachelor's

9

and Hispanic Students

Hispanic Hoosiers 150% Time Graduation Rates

(Full-time students)

2-year
Associate

4-year
Bachelor's
(Non-Flagship)

4-year
Bachelor's
(Flagship)



10.0%



29.6%



65.2%

150% time = 3 years for associate, 6 years for bachelor's

Part-Time Students in Indiana Rarely Graduate

150% Time Graduation Rates

(Part-time students)

2-year
Associate

4-year
Bachelor's
(Non-Flagship)



4.3%



9.3%

150% time = 3 years for associate, 6 years for bachelor's

11

Part-Time Students in Indiana Rarely Graduate

200% Time Graduation Rates

(Part-time students)

2-year
Associate



8.6%

200% time = 4 years for associate

12

GAME CHANGERS

- ☑ Performance Funding
- ☑ Corequisite Remediation
- ☑ Time and Intensity
- ☑ Guided Pathways to Success (GPS)
- ☑ Block Scheduling

GAME CHANGER

- ☑ Performance Funding
 - Values **OUTCOMES** — not just enrollment

☑ Performance Funding

FOCUS ON INCREASES

- Degrees and certificates
- On-time graduation
- Transfer rates
- Low-income (Pell) graduates
- Courses completed (rather than attempted)

Indiana Scorecard

✓ 6% of base funding aligned with outcomes

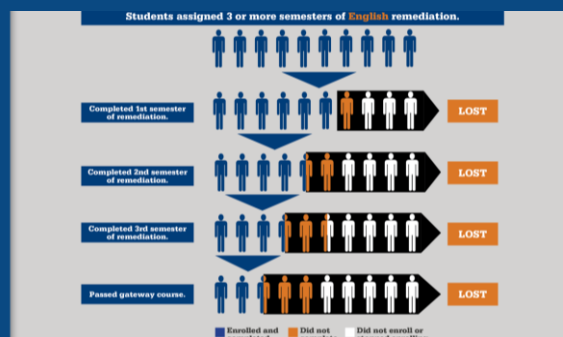
➤ Increase %?

GAME CHANGER

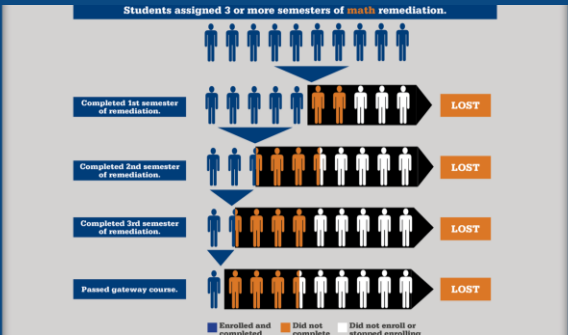
✓ Corequisite Remediation

- **PARALLEL** support in gateway courses
- **NOT PREREQUISITE**

Most Lost to Attrition



Most Lost to Attrition



Too Many Indiana Students Need Remediation

Percentage of Students Who Began in Remediation



Indiana Remedial Students Rarely Pass Gateway Courses

Percentage of Remedial Students Who **DON'T** Pass Associated Gateway Courses



Remedial Students Rarely Graduate

Percentage of Full-Time Remedial
Indiana Students Who Graduate

2-year
Associate



13.2%

200% time

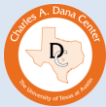
22

Core Principles for Transforming Remedial Education

COMPLETE
COLLEGE
AMERICA



Education Commission
of the States

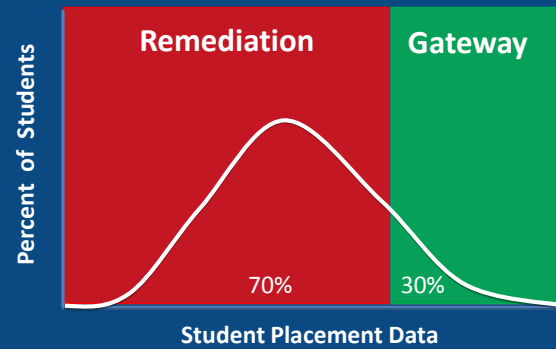


JOBS FOR THE FUTURE

☑ Corequisite Remediation

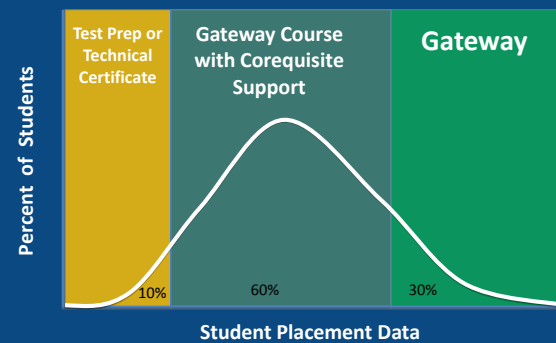
Gateway college-level courses
should be the **DEFAULT
PLACEMENT** for many more
students.

Current Model Enrolls Most Students into Remediation



25

New Model Enrolls Most in College-level Courses

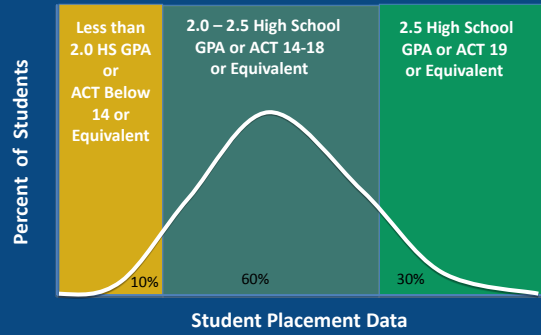


26

✓ Corequisite Remediation

MULTIPLE MEASURES should be used to provide guidance in the placement of students in gateway courses and programs of study.

Low Stakes – High Reward for Students



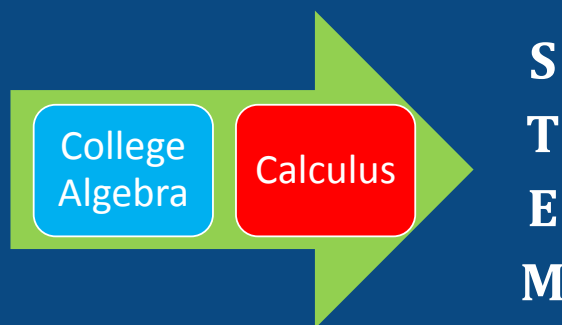
28

Align Mathematics to Majors

“College Algebra was designed explicitly to meet the needs of students who are preparing to take Precalculus and Calculus.”

University System of Georgia
Mathematics Task Force

College Algebra's Only Purpose :
Preparation for Calculus

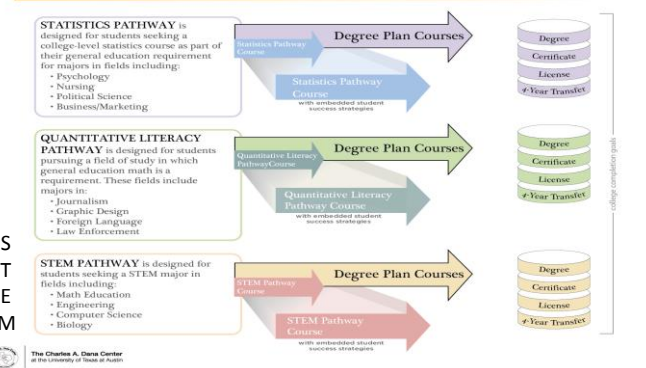


30

Align Mathematics to Majors

Three Pathways To-and-Through College Transferable Courses

The New Mathways Project



✓ Corequisite Remediation

BEST PRACTICE: ACCELERATED LEARNING PROGRAM (ALP), COMMUNITY COLLEGE OF BALTIMORE CO.

- **65% Pass ENG 101 college-level course in one semester**
- **Only 27% passed ENG 101 who started in traditional remediation**

✓ Corequisite Remediation

BEST PRACTICE: TEXAS STATE UNIVERSITY, SAN MARCOS

- **74% earn a C or better** in college-level algebra in first semester
- **DOUBLE+** traditional remedial student success in 2 years

Indiana Scorecard

- ☑ Ivy Tech established corequisite as best practice by 1/2015
- ☑ ICHE endorsed
- College-level as default?
- Scale corequisite model?

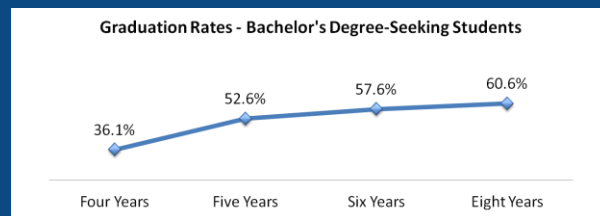
GAME CHANGER

☑ Time and Intensity

- **TIME IS THE ENEMY** of college completion – and most part-time students do not graduate.

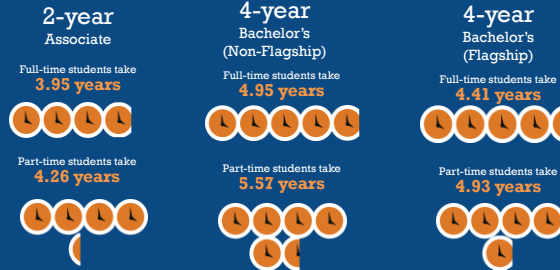
☑ Time and Intensity

The longer it takes ... the more life gets in the way.



Too Much Time to Degree

Of Hoosiers who graduate...



37

✓ Time and Intensity

Time is money.

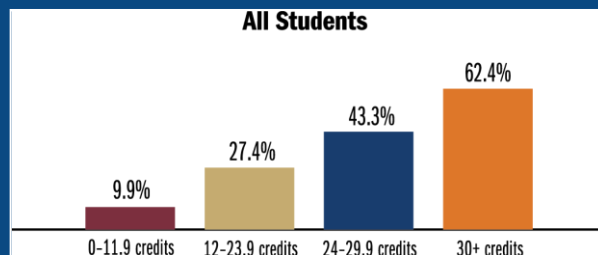
A study by the Florida legislature found:

- **780,760 credits in excess** of graduation requirements in one year
- **\$62 million** of taxpayer money was spent on these excess credits

✓ Time and Intensity

THE POWER OF 15 CREDITS

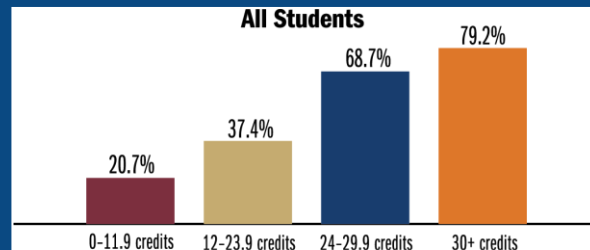
More students graduate with associate degrees when they complete 30+ credits in their first year.



✓ Time and Intensity

THE POWER OF 15 CREDITS

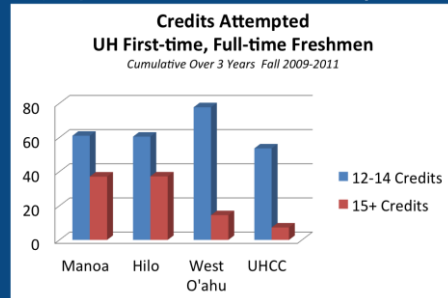
More students graduate with bachelor's degrees when they complete 30+ credits in their first year.



✓ Time and Intensity

HAWAII'S "15 TO FINISH"

The majority of full-time freshmen were taking 12-14 credits.



Indiana Scorecard

✓ ICHE Launching
"15 to Finish" campaign

- Tuition incentive?
- Financial Aid incentive?

GAME CHANGER

☑ Guided Pathways to Success (GPS)

- Academic maps and intrusive advising boost college completion

☑ Guided Pathways



Taking too much time



Taking too many credits

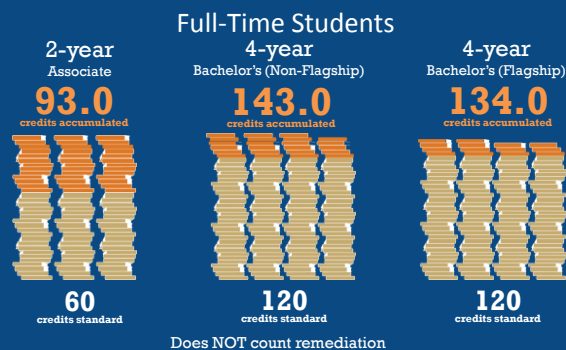


Spending too much money



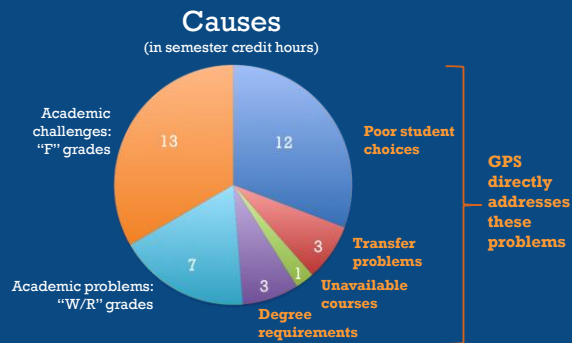
Not graduating

Hoosiers Are Taking Too Many Credits



45

Why So Many Excess Credits?



46

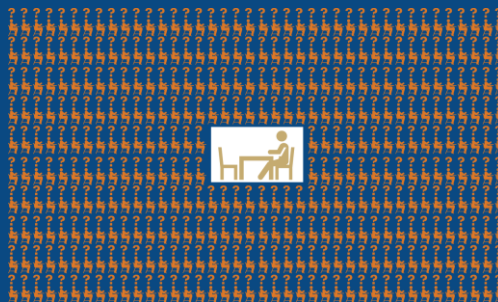
☑ Guided Pathways

TOO MANY CHOICES, TOO LITTLE GUIDANCE

- Most colleges have more than 100 majors and hundreds of courses
- 45% of students have not seen an advisor by the third week of class

☑ Guided Pathways

400 STUDENTS: 1 ADVISOR



☑ Guided Pathways

BEHAVIORIAL ECONOMICS: OVERWHELMED BY CHOICE



~ 800,000 employees
647 plans
69 industries

For every 10 plans added, drop of 1.5–2% in participation

2 Plans Offered



75%

PARTICIPATION

56 Plans Offered



60% Participation

☑ Guided Pathways

BEHAVIORIAL ECONOMICS: POSITIVE POWER OF DEFAULTS

People welcome a default choice
designed by informed professionals.

**Advisors and faculty know the best
pathways to success for students.**

SHOW THEM THE WAY!

☑ Guided Pathways

Defaults: Organ Donation Rates



Austria (OPT-OUT)

99%



Germany (OPT-IN)

12%

51

GPS: Essential Components

-  1. Default pathways
-  2. Informed Choice
-  3. Meta-Majors
-  4. Academic Maps
-  5. Milestone courses
-  6. Intrusive advising

1. Structured, Default Pathways Built for On-Time Graduation

- Students don't "discover" the right path -- the academic map is the default schedule.

2. Informed Choice

- Uses high school performance and other measures to recommend broad academic pathways — **"meta-majors"**



3. Meta-Majors

- Students must choose a meta-major — broad clusters of majors

STEM
Health Sciences
Social Sciences

Liberal Arts
Education
Business

No student is “unclassified”



Math Aligned to Meta-Majors

Health Sciences
Social Sciences
Liberal Arts
Education
Business

Quantitative Reasoning/
Statistics

Degree
4-Year Transfer
Certificate
License

STEM

College Algebra/
Precalculus

Degree
4-Year Transfer
Certificate
License



Meta-Major to Majors

- Help students make the big choices
- Once in a meta-major, help students narrow their study to a major



4. Academic Maps

STEM MAJOR	FIRST-YEAR CORE			
	TERM 1		TERM 2	
	English 101 English 101*	3 credits	English 102 English 102*	3 credits
	Pre-calc 101 Pre-calc 101*	3 credits	Calculus 101 Calculus 101*	3 credits
	Biology, Chemistry, or Physics Core w/lab	4	Bio, Chem, or Physics Core w/lab	4
	Biology, Chemistry, or Physics Core w/lab	4	Biology, Chemistry, or Physics Core w/lab	4
	Student Success Seminar	1	STEM or Engineering Options Seminar	1
	credits 15		credits 15	
SELECT MAJOR	Biology Chemical Engineering Chemistry Computer Science Environmental Studies			
	BIOLOGY			
	TERM 3		TERM 4	
	Conceptual Approaches to Biology	4 credits	General Genetics	4 credits
	General Chemistry	4	General Organic Chemistry Lab I	4
	Humanities, Fine Arts & Design, & Cultural Diversity	3	Literacy & Critical Inquiry w/lab	4
	Fundamentals of Genetics	4	Social & Behavioral Sciences & Historical Awareness	3
	credits 15		credits 15	

Milestone course required in this term
Gateway course with corequisite support



4. Academic Maps

BIOLOGY			
TERM 5		TERM 6	
 Organic Evolution	4 credits	Bioethics	4 credits
General Physics and Lab	4	Undergrad Research	4
Plant Diversity and Evolution	3	Upper Div Social & Behavioral Sci w/lab	4
General Organic Chemistry Lab II	4	Elective	3
CREDITS 15		CREDITS 15	
BIOLOGY			
TERM 7		TERM 8	
 Conservation Biology & Ecological Sustainability I	3 credits	Developmental Biology	3 credits
Fundamentals of Ecology	3	History of Science	3
Upper Div CLAS Science & Society Elective	3	Computer Applications in Biology	3
Upper Div Literacy & Critical Inquiry	3	Upper Div Elective	3
Upper Div Elective	3	Upper Div Elective	3
CREDITS 15		CREDITS 15	



Total credits 120

Total credits 120



5. Milestone Courses

- Prerequisite courses are designated for each semester – in sequence
- **COURSES ARE GUARANTEED** to be available in the sequence and terms designed in the academic maps



6. Intrusive Advising

- Students **ARE PROHIBITED** from registering for courses if:
 - do not complete the milestone course on schedule
 - fall 2 or more courses behind on their academic map
 - 2.0 GPA or less for the semester

GPS: Results



Higher graduation rates



More on-time graduates



Closing the achievement gap



Fewer lost credits — saving time and money

62



Georgia State University

- **Degree maps** and **intrusive advising**
- Graduation rates **up 20%** in past 10 years
- Graduation rates higher for:
 - Pell students: **52.5%**
 - African American students: **57.4%**
 - Hispanic students: **66.4%**
- More bachelor's degrees to African-Americans than any other U.S. university

63



Florida State University

- Since starting degree maps, FSU has cut the number of students graduating with excess credits in half
- Graduation rate **increased to 74%**
 - African Americans to **77%**
 - First-generation Pell students to **72%**
 - Hispanic students to more than **70%**

64



Arizona State University

- eAdvisor system boosting retention and success
- First-time, full-time **freshman retention rates climbed to 84%**
- **91%** of all students deemed “**on track,**” up from 22% three years before

65

Indiana Scorecard

- ☑ New legislation requires all students to have degree maps
- Default? Guaranteed milestone courses?

GAME CHANGER

☑ Block Scheduling

- **ADD PREDICTABILITY** to the lives of working students who are balancing jobs and school

☑ Block Scheduling

NEW MAJORITY OF COLLEGE STUDENTS

- Work at least part-time
- Are the first generation in their family to go to college
- Commute to college instead of living on campus
- 25% of all students have dependent children

Public Agenda, 2009

☑ Block Scheduling



45% of students at four-year colleges work **more than 20 hours a week**

60% of community college students work **more than 20 hours a week** – more than **25%** work **more than 35 hours a week.**



Block Scheduling

Course #	Sec	Hours	Title	Days	Dates	Times	Campus	Room	Instructor	Reg./Max
ACCT110R	020	3.0	Partial Accounting (ITV)	--T--	08/24/10 - 12/10/10	5:30PM - 7:20PM	SPRIG	108	Anderson,H	30/30
ACCT110T	021	3.0	Partial Accounting	--T--	08/24/10 - 12/10/10	5:30PM - 7:20PM	MAIN	BUS 112	Anderson,H	30/30
ACCT200	021	4.0	Accounting Principles I	--T--	08/23/10 - 12/10/10	9:00AM - 10:45AM	MAIN	BUS 112	Anderson,H	30/30
ACCT200E	021	4.0	Accounting Principles I (DL)	--T--	08/24/10 - 12/10/10	5:30PM - 7:10PM	EWB	MAIN	Spencer,E	30/30
ACCT214	021	4.0	QuickBooks	M--W--	08/23/10 - 12/10/10	11:00AM - 1:15PM	MAIN	BUS 112	Anderson,H	30/30
ACCT232	021	3.0	Individual Taxation	-----S	08/21/10 - 12/10/10	9:00AM - 11:50AM	MAIN	BUS 107	Encinas	30/30
ANTH103	021	3.0	Introduction to Anthropology	--T--	08/24/10 - 12/10/10	9:00AM - 10:15AM	MAIN	GEN 102A	Wittwall,M	30/30
ANTH103E	020	3.0	Introduction to Anthropology (DL)	--T--	08/24/10 - 12/10/10	6:00PM - 8:50PM	EWB	SPRIG	Zimmer,S	30/30
ANTH221	021	3.0	Cultures of the World	M--W--	08/23/10 - 12/10/10	10:00AM - 10:50AM	MAIN	GEN 102A	Hindmalt,M	30/30
ANTH221E	020	3.0	Cultures of the World (DL)	M--W--	08/23/10 - 12/10/10	7:30PM - 8:45PM	EWB	SPRIG	Reil,J	30/30
ART106	021	3.0	Introduction to Drawing	---T---	08/24/10 - 12/10/10	11:00AM - 12:40PM	MAIN	GEN 111	Bohn,N	30/30
ART110	021	3.0	Introduction to Art	---T---	08/24/10 - 12/10/10	6:00PM - 7:15PM	MAIN	GEN 109	Bohn,N	30/30
ART110E	020	3.0	Introduction to Art (ITV)	---T---	08/24/10 - 12/10/10	6:00PM - 10:15AM	SPRIG	MAIN 103	Schm,N	30/30
ART110T	021	3.0	Introduction to Art	---T---	08/24/10 - 12/10/10	9:00AM - 10:15AM	MAIN	GEN 109	Schm,N	30/30
ART210E	020	3.0	Art History (DL)	-----S	08/27/10 - 12/10/10	6:00PM - 8:50PM	EWB	SPRIG	Cayton,B	30/30
RE101	021	3.0	Introduction to Renewable Energy	---T---	08/24/10 - 12/10/10	5:00PM - 6:15PM	MAIN	TECH 138	Renck,D	30/30
RE202	021	4.0	Solar and Wind Energy	M--W--	08/23/10 - 12/10/10	5:00PM - 6:15PM	MAIN	TECH 138	Renck,D	30/30
RE202L	021	3.0	Solar and Wind Energy Lab	---T---	08/27/10 - 12/10/10	2:00PM - 3:50PM	MAIN	AST 109	Renck,D	30/30
AUTO100	021	4.0	Automotive Fundamentals	---T---	08/24/10 - 12/10/10	9:00AM - 11:50AM	MAIN	AUTO	Sandoval,E	30/30
AUTO100E	020	4.0	Automotive Fundamentals	M--W--	08/23/10 - 12/10/10	1:00PM - 2:50PM	MAIN	AUTO	Nitzenski	30/30
AUTO101	021	3.0	General Automotive Service	M--W--	08/23/10 - 12/10/10	5:30PM - 8:50PM	SPRIG	AUTO	Jensen,S	30/30
AUTO101E	020	3.0	General Automotive Service	M--W--	08/23/10 - 12/10/10	1:10PM - 2:00PM	SPRIG	AUTO	Jensen,S	30/30
AUTO108	021	3.0	Electrical & Electronic Systems	M--W--	08/23/10 - 12/10/10	6:00PM - 9:00PM	MAIN	AUTO	Nitzenski	30/30
AUTO108E	020	3.0	Electrical & Electronic Systems	---T---	08/24/10 - 12/10/10	9:00AM - 11:30AM	MAIN	AUTO	Sandoval,E	30/30
AUTO108T	021	4.0	Manual Transmission & Drivetrain	M--W--	08/23/10 - 12/10/10	9:00AM - 12:30PM	MAIN	AUTO	Sandoval,E	30/30
AUTO120	021	3.0	Engine Repair	M--W--	08/23/10 - 12/10/10	1:00PM - 3:45PM	MAIN	AUTO	Sandoval,E	30/30
AUTO141	021	4.0	Engine	-----S	08/21/10 - 09/28/10	8:00AM - 4:00PM	MAIN	AUTO	Sandoval,E	30/30
AUTO295	021	0	Automotive Technology Capstone	-----S	08/21/10 - 09/28/10	8:00AM - 4:00PM	MAIN	AUTO	Sandoval,E	30/30
BAK102	021	3.0	Baking Principles	---T---	08/24/10 - 12/10/10	9:00AM - 11:30AM	MAIN	CAF	O'Brien,A	30/30
BAK140	021	3.0	Intermediate Baking Principles	M--W--	08/23/10 - 12/10/10	9:00AM - 12:30PM	MAIN	CAF	O'Brien,A	30/30
BIOL101	021	3.0	Medical Terminology (DL)	-----R	08/23/10 - 12/10/10	7:00PM - 8:50PM	EWB	MAIN	Roybal,E	30/30
BIOL101E	020	3.0	Medical Terminology (ITV)	-----R	08/24/10 - 12/10/10	7:00PM - 8:50PM	EWB	MAIN	Roybal,E	30/30
BIOL101T	021	3.0	Medical Terminology (DL)	-----R	08/23/10 - 12/10/10	7:00PM - 8:50PM	EWB	MAIN	Roybal,E	30/30
BIOL103	021	3.0	Medical Terminology (ITV)	-----R	08/24/10 - 12/10/10	7:00PM - 8:50PM	EWB	MAIN	Roybal,E	30/30
BIOL103E	020	3.0	Medical Terminology (ITV)	-----R	08/25/10 - 12/10/10	1:00PM - 2:50PM	SPRIG	EWB 102	Osson,S	30/30
BIOL103T	021	3.0	Medical Terminology (DL)	-----R	08/24/10 - 12/10/10	1:00PM - 2:50PM	SPRIG	EWB 102	Osson,S	30/30
BIOL105	021	4.0	Biology for Non-Majors	M--W--	08/23/10 - 12/10/10	4:00PM - 6:50PM	MAIN	ACQUA101	Keresheth	30/30
BIOL105E	020	4.0	Biology for Non-Majors Lab	M--W--	08/23/10 - 12/10/10	4:00PM - 5:50PM	MAIN	ACQUA101	Keresheth	30/30
BIOL105T	021	4.0	Biology for Non-Majors Lab	M--W--	08/23/10 - 12/10/10	11:00AM - 11:50AM	MAIN	ACQUA101	Keresheth	30/30
BIOL110	021	4.0	General Biology I	---T---	08/24/10 - 12/10/10	1:30PM - 6:20PM	EWB	EWB MCRT Staff	30/30	
BIOL110E	020	4.0	General Biology I Lab	---T---	08/24/10 - 12/10/10	1:30PM - 6:20PM	EWB	EWB MCRT Staff	30/30	
BIOL110L	021	3.0	General Biology I Lab	---T---	08/24/10 - 12/10/10	1:30PM - 5:00PM	EWB	EWB MCRT Staff	30/30	
BIOL201	021	4.0	Medical Microbiology	M--W--	08/23/10 - 12/10/10	4:00PM - 6:50PM	MAIN	AMC MC10	Ray,B	30/30
BIOL201L	021	3.0	Medical Microbiology Lab	M--W--	08/23/10 - 12/10/10	2:00PM - 5:50PM	MAIN	AMC MC10	Ray,B	30/30

Block Scheduling

STUDY OF STRUCTURED PROGRAMS

College practices can change student outcomes:

- Provide a “package deal” plan for attaining an explicit educational goal in a clear time frame
- Help students make the “big choices” – and then make the small choices for them
- Inform students up front about costs, outcomes, and time

(Rosenbaum, Deil-Amen & Person, 2006)

Block Scheduling

PRACTICAL NURSING

Program Structure

Trimester Format

2008 Completion Rate 96%

2008 Placement Rate 100%

2008 Licensure Pass Rate 100%

Term 1	Unit of study	Hours	Term 2	Unit of study	Hours
	Basic Nursing Skills	100		Obstetrical Nursing	60
	Basic Sciences	75		Pediatric Nursing	60
	Nutrition	30		Medical-Surgical Nursing	60
	Vocational Relations	35		Pharmacology	90
	Basic Math	20		Clinical	162
	Common Emergencies	20		TOTAL	432
	Medical-Surgical Nursing	72			
	Clinical	79			
	TOTAL	432			
Term 3	Unit of study	Hours			
	Medical-Surgical Nursing	85			
	Psychiatric Nursing	20			
	Geriatrics	20			
	Vocational Relations II	10			
	Clinical	297			
	TOTAL	432			
	EXIT POINT: Practical Nursing Diploma	1296			

- The cost of the entire program is approximately \$7,000; this includes tuition, technology fee, textbooks, tools and supplies.

✓ Block Scheduling

Course Outline 16 months/1,728 Clock Hours	
Modern Residential Wiring	Hands-on Commercial Wiring
Hands-on Residential Wiring	Industrial Wiring
National Electrical Code	Hands-on Industrial Wiring
AC Theory	Motor Controls
DC Theory	Hands-on Motor Controls
Solid State Electronics	Applied Electricity
Commercial Wiring	Electric Motors
Diplomas Offered and Hours Needed	
Construction Electrician	1728
Industrial Electrician	1728
Class 1 Electrician Apprentice	1296
Class 2 Electrician Apprentice	864
Certificates Offered and Hours Needed	
Electrician Helper	432
Typical Job Opportunities	
Electrical Companies	
Manufacturers	
Hospitals	
<p>Graduates of the Industrial Electricity program will have a strong foundation in the basic principles of electricity, including motor generator principles, meters, testing equipment and instruments, blueprint reading and math, residential wiring, National Electric Code, industrial wiring/distribution, related electronics, and shop management and records.</p> <p>2009 Graduation Rate 76% 2009 Placement Rate 69%</p> <p>The average starting wage for our Industrial Electricity graduates in 2009 was \$13.35 per hour.</p> <p>Class meets Monday through Friday from 8:00 a.m. to 2:30 p.m.</p>	

✓ Block Scheduling

ESSENTIAL ELEMENTS FOR SUCCESS

- **Full-time, Monday-Friday**, morning or afternoon blocks
- **Predictable schedule** constant throughout
- **Whole program choice**, not courses
- Full-time equals “**15 to Finish**” on-time
- **Student cohorts** for added support and faculty engagement
- **Corequisite** or integrated remediation
- **Mandatory attendance**

✓ Block Scheduling

BEST PRACTICE: TENNESSEE COLLEGES OF APPLIED TECHNOLOGY

- **75%** avg. **on-time** graduation rate
- **83%** avg. job placement rate

Tennessee Community Colleges:

14% average graduation rate
(150% of time)

✓ Block Scheduling

BEST PRACTICE: ASAP PROGRAM **CITY UNIVERSITY OF NEW YORK**

- **55% 3-year graduation rate** for associate degrees
- **Doubled** graduation rates using block scheduling, whole programs
- **3X higher grad. rate** than national avg. for urban community colleges

✓ Block Scheduling

PROMISING PROGRAM: STRUCTURED LEARNING COMMUNITIES **TENNESSEE COMMUNITY COLLEGES**

- As of Fall 2012:
 - 63 Structured Learning Communities statewide
 - 2,738 students enrolled
 - 3 certificates in General Ed for transfer students, career programs in Education and Business
- **75% graduation/enrollment rate**

✓ Block Scheduling

PROMISING PROGRAM: IVY INSTITUTE OF TECHNOLOGY PROGRAM **IVY TECH COMMUNITY COLLEGE SYSTEM**

- Structured career certificate programs in welding, machine tool, automotive, HVAC, mechatronics and office technology
- First cohort: **85% completion**
- New cohorts: **90% retention**

Indiana Scorecard

- ☑ Ivy Tech offering some block scheduled career programs
- Scale across all programs?

Indiana Scorecard

- ☑ Right reforms are underway
- Statewide at scale?
- Acceleration?

COMPLETE COLLEGE AMERICA
GAME CHANGERS

completeclege.org

tsugar@completeclege.org

Attachment 3 – Ivy Tech Presentation

Ivy Tech Community College

Rebuilding Indiana's Middle Class


October 17, 2013



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College Attainment — Who We Compare To				
State	Attainment	Rank	Median	Rank
West Virginia	26.1%	50	\$42,974	42 nd
Arkansas	27.9%	49 th	\$40,553	49 th
Louisiana	28.1%	48 th	\$40,599	48 th
Nevada	29.5%	47 th	\$49,929	25 th
Mississippi	29.9%	46 rd	\$40,227	50 th
Kentucky	30.0%	45 th	\$41,129	46 th
Alabama	31.5%	44 th	\$42,407	43 rd
Oklahoma	31.7%	43 rd	\$46,459	35 th
Tennessee	31.9%	42 nd	\$41,044	47 th
New Mexico	33.1%	41 st	\$44,270	41 st
Indiana	33.2%	40th	\$46,020	36th

Lumina Foundation & 2010 US Census Bureau



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Our Success

Recruitment



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Enrollment Success

Enrollment increased **62%** in the last 6 years

2006-07

2012-13

111,143

180,464



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Reinventing the Student Service Experience

Launched statewide Student Success/Help Center

Before	After
Fragmented student support	1 call center with 1 phone number
19 minute wait time	30 second wait time
32 different campuses	1 community college
49% abandonment rate	<10% abandonment rate
40%+ transfer rate among departments	1 phone call for all their questions
Low retention rate	Fall to Spring enrollment increase

Resulted in a cost avoidance of over \$1.5 million



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Increase Access to Information

Launched statewide Student Success/Help Center

Inbound call center seven days a week (7 am-1 am)
handling **500,000** interactions a year

Outreach center making **500,000** outbound
connections a year

Selected for national **Models of Efficiency** award by
University Business



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Increasing Matriculation

Number of applicants who enrolled increased 6% since launch.

Fall 2012

Fall 2013

47%

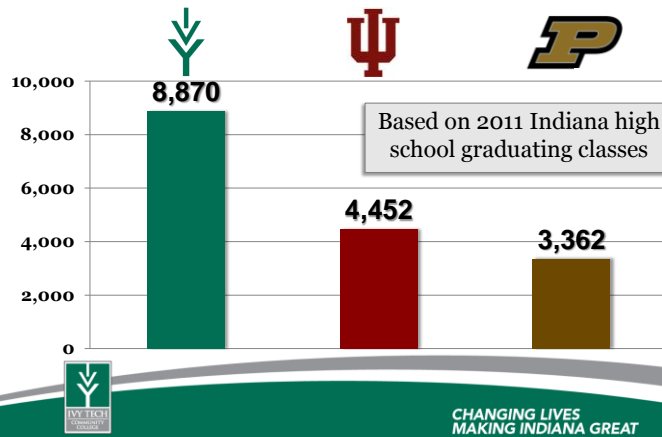
53%

3,505 additional students

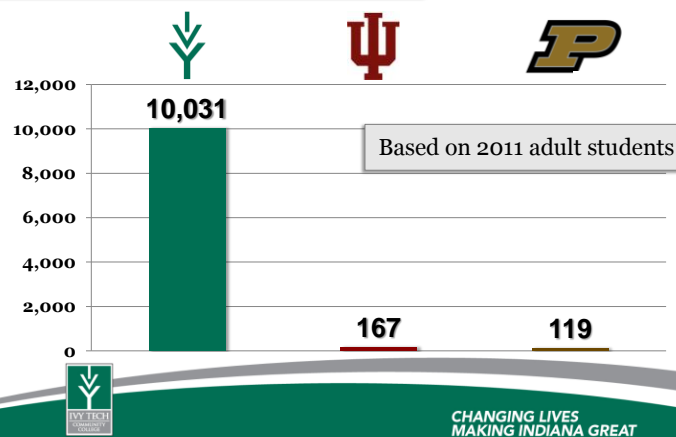


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College of First Choice



College of First Choice



Dual Credit Success

Amount of **Dual Credit Students** increased **240%**
in the last 6 years

2006-07

8,629



2011-12

29,357

Saved Hoosier families \$14.1 million



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Our Success

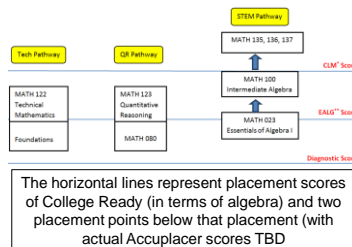
Remediation

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National Leader – Mathematics Based on Need

Partnered with Dana Center
at University of Texas at
Austin to publish:

*What Students Need to Know:
Mathematics Concept Inventories
for Community College Workforce
Education Programs*



National first for community college mathematics



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Co-Requisite & Remediation Redesign

- **Restructure and accelerate** mathematic and reading/writing remedial curriculum to align with the new mathematic pathways and college-level English competencies.
- Delivery of remedial and college-level courses with the **same class**.
- Ivy Tech is the **first major community college** to have a **remediation specialist** on staff.
- **59%** of Ivy Tech graduates successfully completed remediation.



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Retention and Completion in CHE Performance Funding Model

Category	Weight
Overall Degree Completion	30%
At-Risk Degree Completion	15%
High Impact Degree Completion	10% - 4-year research campuses only
Student Persistence	15%
Remediation Success	0%
On-Time Grad Rate	25%
Institution Defined Productivity Metric	5%
Transfer	N/A



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Performance Funding Calculations

- Comparison of 3-year averages
- Data for current and next biennium already set
 - Fiscal years 2014 and 2015
 - Data from 2005-06 through 2010-11
 - Fiscal year 2016 and 2017
 - Data from 2007-08 through 2012-13
- The next biennium we can affect covers fiscal years 2018 and 2019



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Attainment Success

Amount of Credentials Awarded
increased 95% in the last 6 years

2006-07

7,938

2011-12

15,513



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Transfer Success

Amount of Credits Transferred increased 106%
in the last 6 years

2006-07

117,990



2011-12

243,827

Saved Hoosier families \$32.4 million



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Ivy Tech Success Rate – 66.3%

- ✓ **51.3%** of students in 2006 cohort **earned a credential, transferred to another institution, or are still pursuing a credential at Ivy Tech.**
- ✓ Another estimated **15%** of students **achieved their educational objective through the completion of just a few courses** – this was all they needed to find a job, receive a promotion, or gain additional skills.
- ✓ **Success rate** has **increased almost 10%** in last 5 years.



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National Best Practice Efforts Continue

- ✓ New **curriculum pathways** to success
 - ✓ Both part-time and full-time
 - ✓ Both including remediation and college-ready
- ✓ New **division structure** keeping students **on track** – **less** choices
 - ✓ Health Science
 - ✓ Business & Public Service
 - ✓ Technology
 - ✓ University/Transfer
- ✓ Shift reading remediation **prior** to math remediation
- ✓ **ASAP** – 12 months to an associate degree



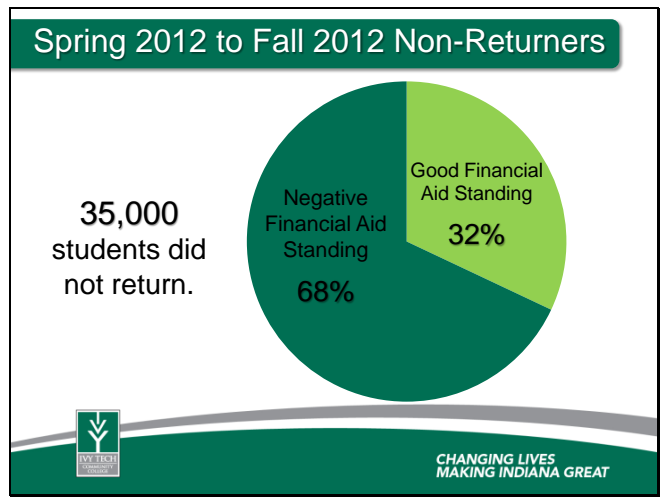
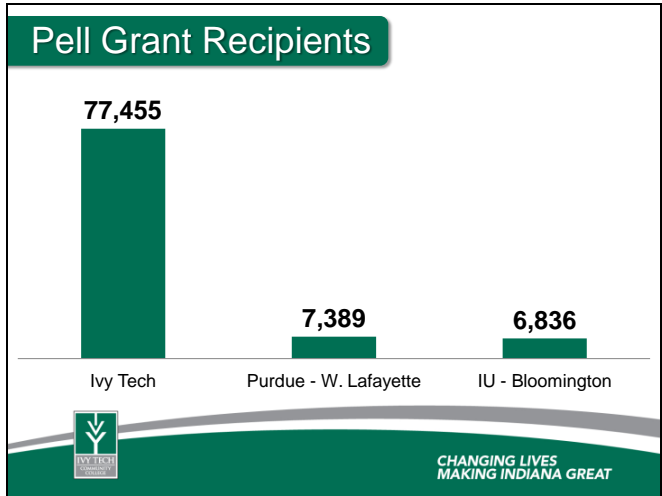
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National Best Practice Efforts Continue

- ✓ **Mid term** grade reporting and **outreach** to students needing assistance
- ✓ Proactive outreach and communications around **Satisfactory Academic Progress (SAP)**
- ✓ Review of **prerequisite** courses
- ✓ Develop and advise about career tracks based on **student ability** and interest
- ✓ **Ivy Institute** – earn technical certificate in 40 weeks of instruction



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Student Focused

Launching on campus: One Stop Enrollment Centers

Focused on the student
Excellent customer service
One stop for all enrollment needs
Cross functional training



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Service Focused

New internal Information Technology model. One team via shared services model.



- ✓ Focused on the student/staff
- ✓ Faster service
- ✓ Ensuring stability
- ✓ Cost savings



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Resource Focused

Regional consolidation resulting in reallocation of resources

Decrease in administrative costs
Increased efficiency
Purchasing cost savings



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Focused on Efficiency

✓ **1.13** score* (very high) for the state of Indiana for institutional efficiency for public two-year institutions, **the highest score in the country** (other 49 states range from -1.03 to 0.83)

✓ **0.24** score (moderate) for the state of Indiana for institutional efficiency for public four year-institutions.

* Midwestern Higher Education Compact (MHEC) efficiency study



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Online Success

Amount of Online Students increased **139%**
in the last 6 years

2006-07

32,386



2011-12

77,477

Saved the State **\$400** million in capital



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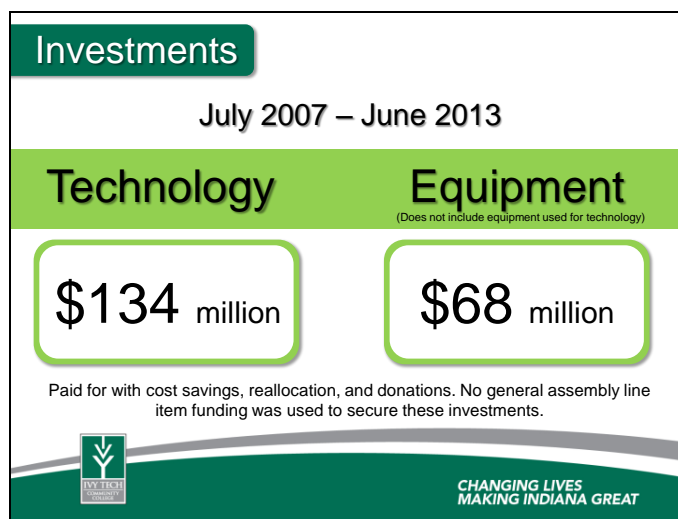
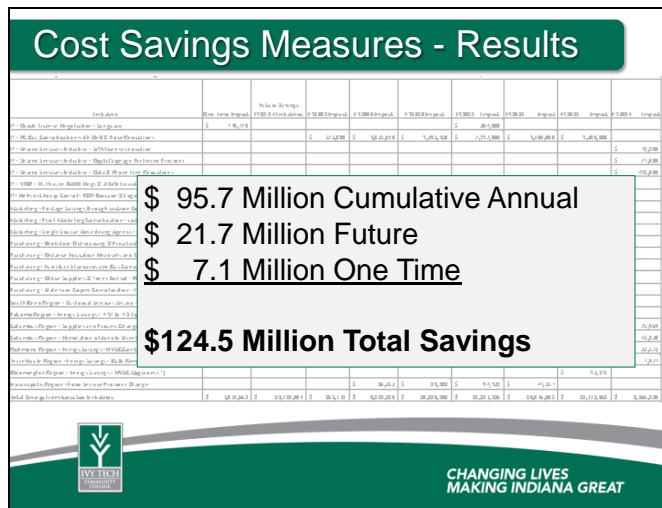


Our Success

Revenue



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Corporate College 2012-2013

Companies being served:

431

Enrollment (credit and non-credit):

18,971



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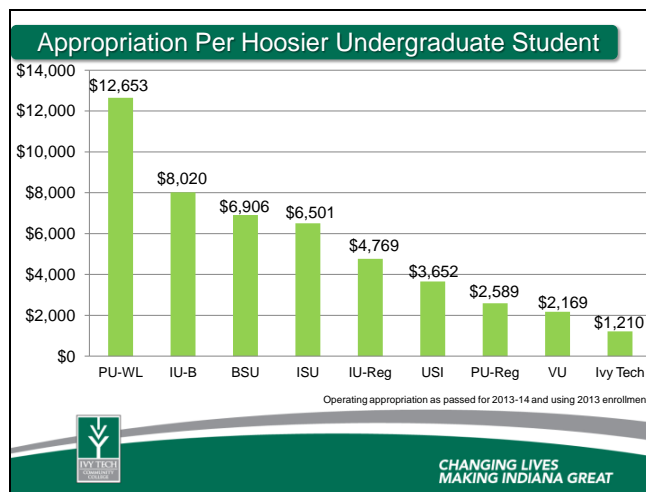
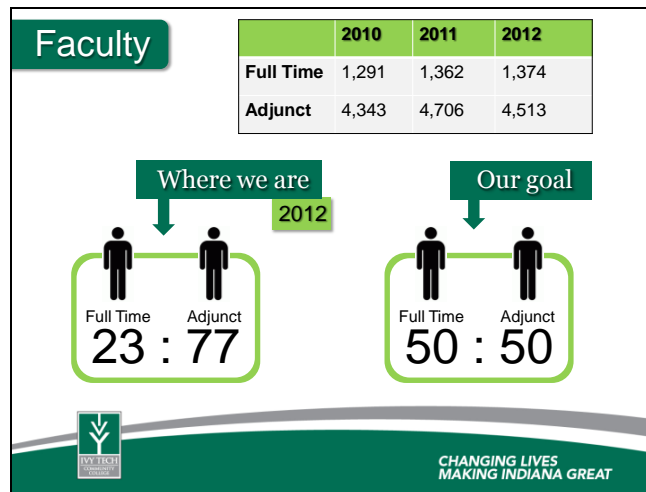
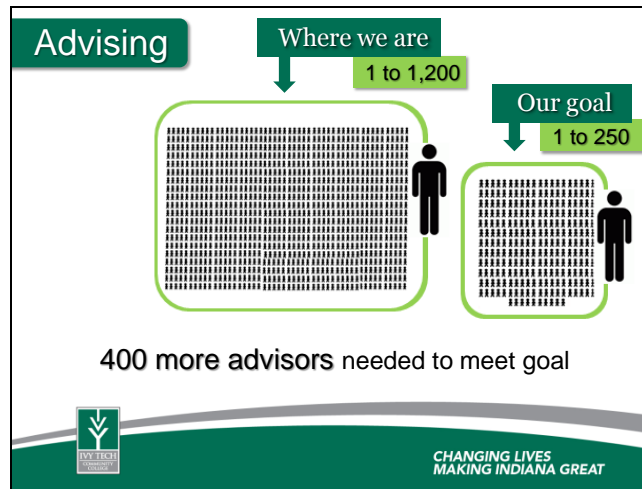
Advising

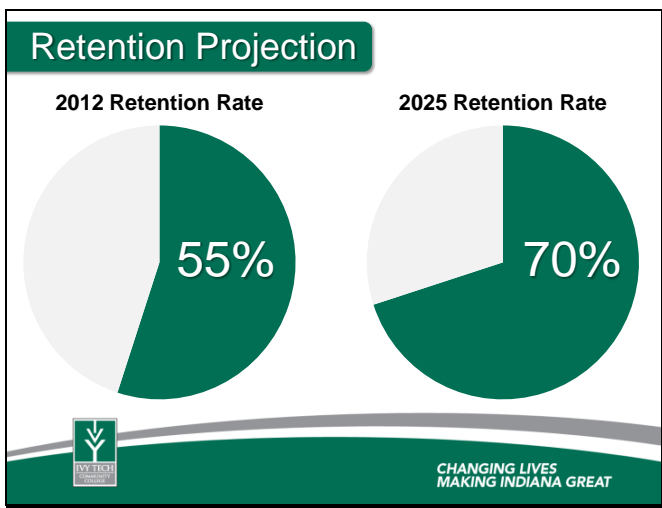
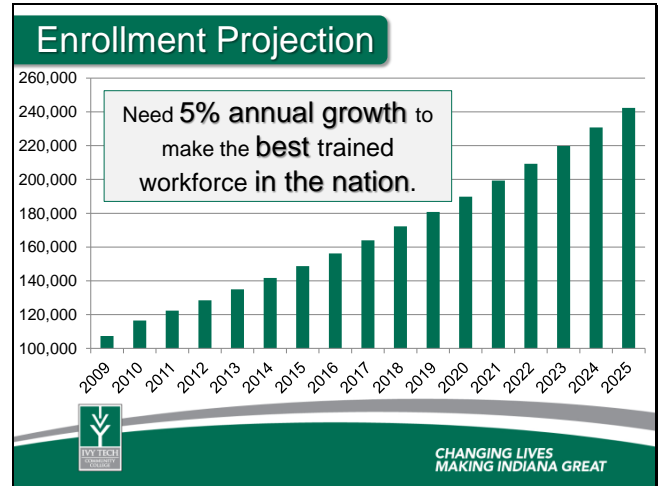
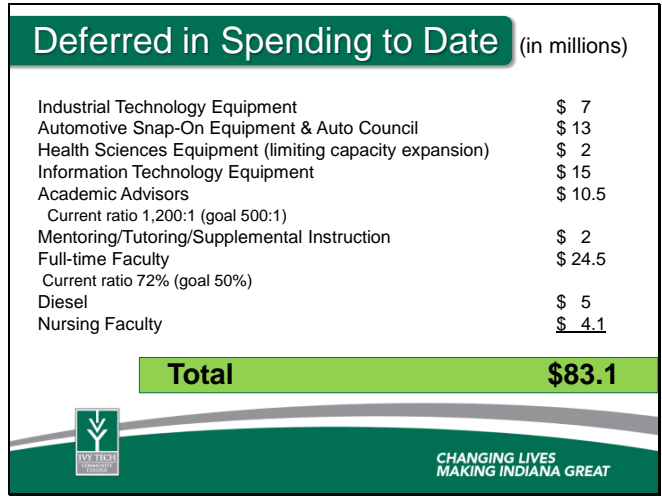


Advising is key for degree completion, even **more** important with students needing remediation.



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Other Retention Innovations

- ✓ **Part Time Pathways**
 - Only 4-semester schedules are available today
- ✓ **15 to Finish**
 - Only 4% take full load today
- ✓ **Block Scheduling**
 - Mirrors success in Nursing program
- ✓ **Intrusive Advising**
 - Limited advising staff



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Forecasting the Future



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Corporate College

\$5 million to annual loss to become profitable

No state support for Non Credit customized training

Best practice for skill upgrade



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The Challenge

Need to invest:

\$400 million in capital
and
\$100 million toward deferred items



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Ivy Tech can change and improve quickly

Last six years is the proof...

- ✓ Enrollment: 111,143 to 180,464 (↑ 62%)
- ✓ Associate degrees and TCs: 7,938 to 15,513 (↑ 95%)
- ✓ Credits transferred: 117,990 to 243,827 (↑ 106%)
- ✓ Dual credit enrollment: 8,629 to 29,357 (↑ 240%)
- ✓ Online enrollment: 32,386 to 77,477 (↑ 139%)

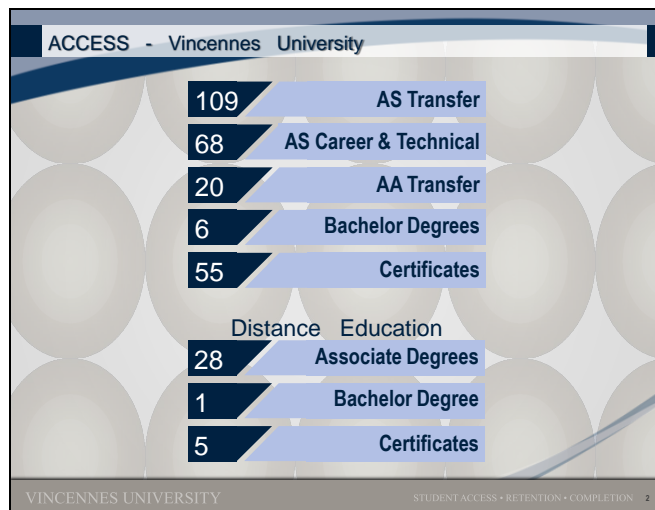
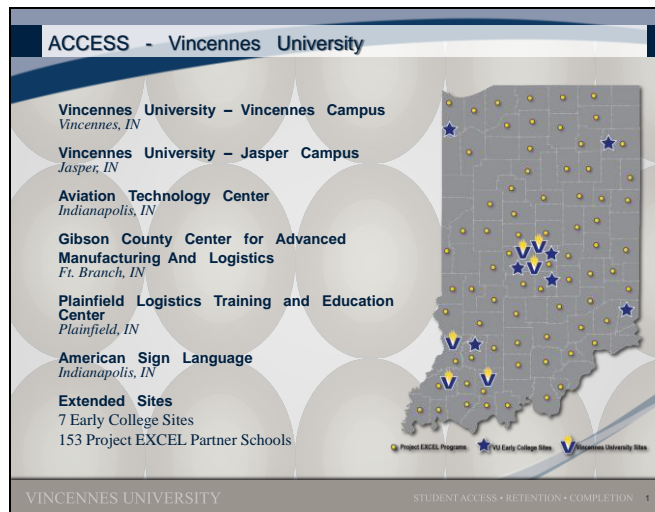
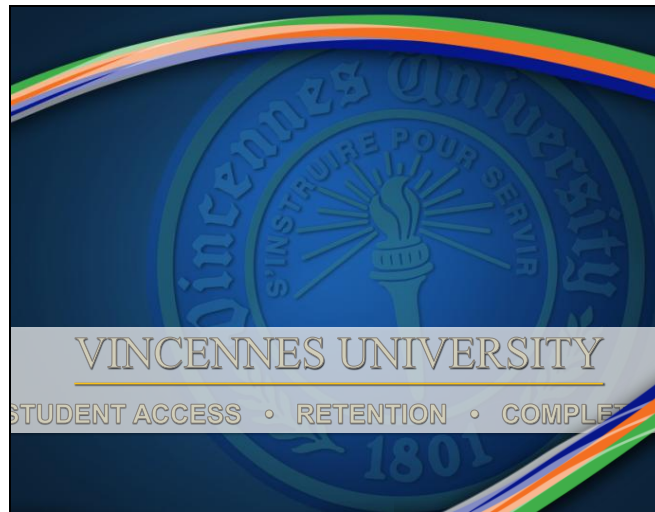


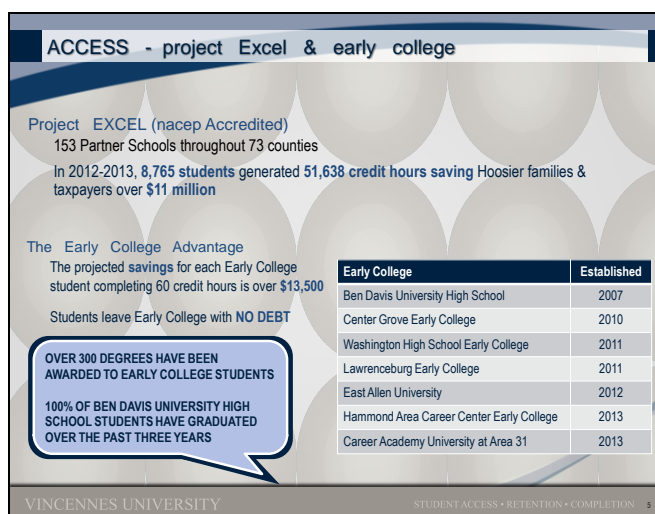
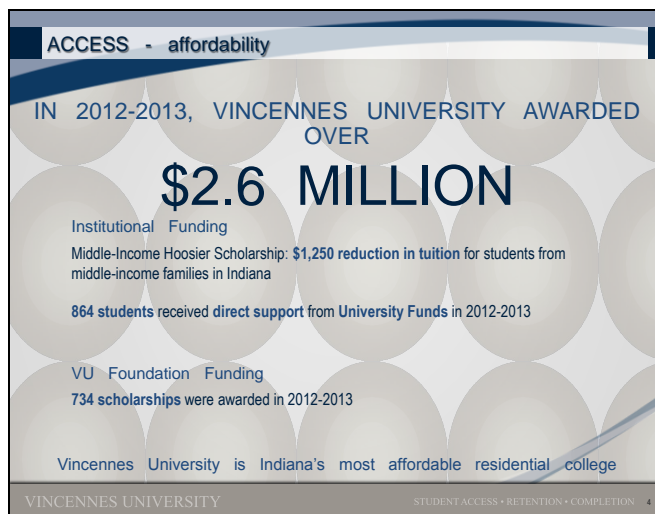
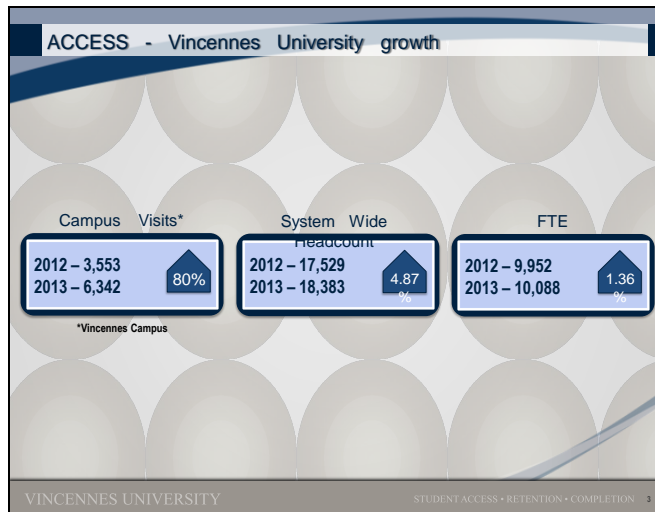
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Attachment 4 – Vincennes University Presentation





ACCESS - Career and Technical early College

Partnerships between VU and Career and Technical Education Centers throughout Indiana

Advanced CNC Machining, Computer Integrated Manufacturing & Robotics, Precision Manufacturing, Product Design and Production Processes and Welding Technology

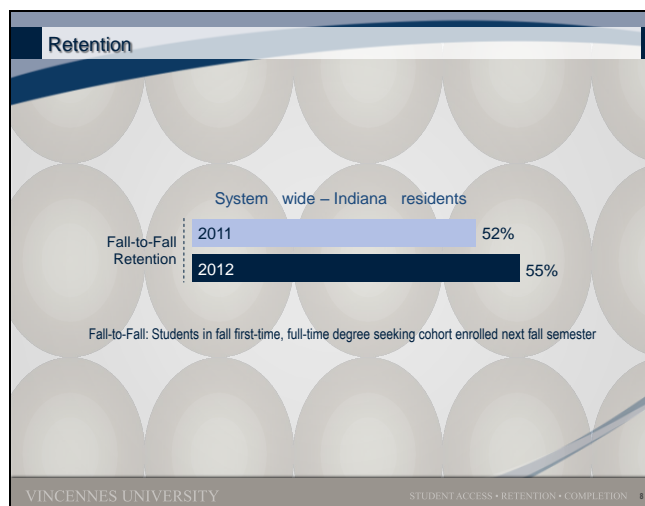
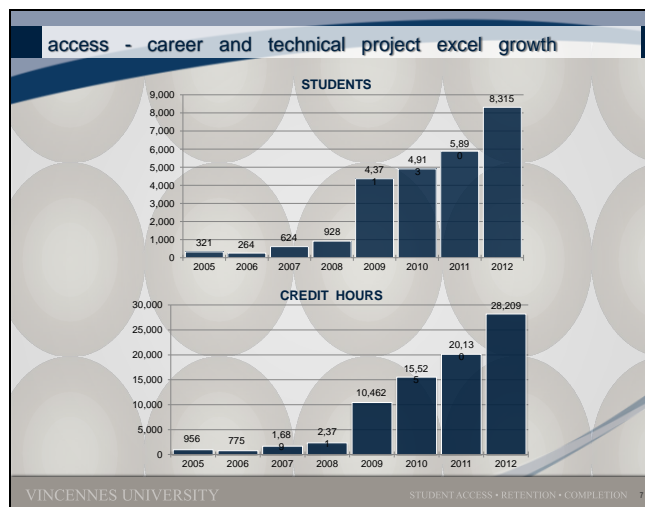
Current Career and Technical Early Colleges

Hammond Area Career Center Early College	Career Academy University at Area 31
--	--------------------------------------

Indiana remains among one of the most manufacturing-intensive states in the nation, accounting for the highest percentage of total Hoosier jobs.

Over 31,000 students are enrolled in Career and Technical Education Centers across Indiana

VINCENNES UNIVERSITY STUDENT ACCESS • RETENTION • COMPLETION 6



Retention - Ongoing Efforts

Student Success Coordinators

Intensive academic and career counseling for undecided students with an emphasis on helping them find career pathways

TAPS

Early-warning system that monitors student progress, class attendance and performance related issues

Notices are sent to students, advisors and parents (in accordance with FERPA guidelines)

Degree Works & Degree Planner

Maps students' educational goals and tracks progress toward degree

Tool for both students and advisors

Professional Development Activities

Kathleen Gabriel, author of Teaching Unprepared Students, has presented workshops on campus demonstrating techniques to engage students and assess classroom participation to improve learning

retention - Promising Initiatives

Co-Requisite Course Models

Combines a college-level course with an intensive remedial course(s) - (currently being piloted in the College of Business and Convergent Technologies where a cohort of students is taking Remedial Reading and English with Introduction to Business - 77% persisted from Fall-to-Spring and 62% persisted from Fall-to-Fall)

Stacking

Students accelerate remedial work by enrolling in one remedial course the first 8 weeks and another course the second 8 weeks (READ 009 and READ 011)

Promoting Student Success in Gateway Courses

Supplemental instruction in high enrollment courses: General Psychology, Introduction to Sociology and Financial Accounting

Thematically-focused Composition II sections

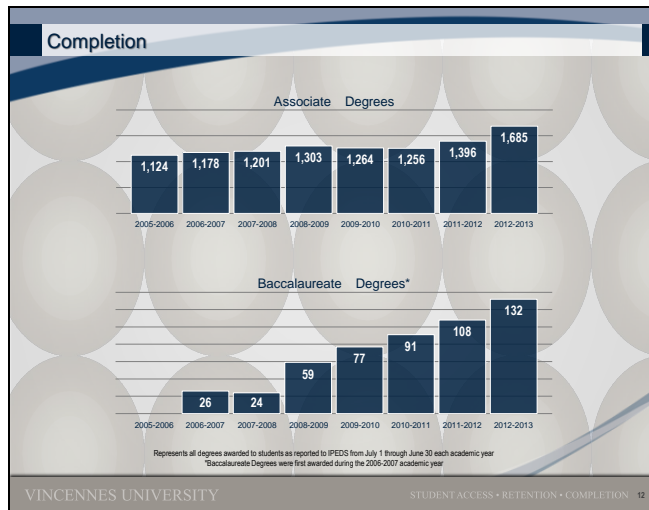
retention - Promising Initiatives

My Foundations Lab

More than 2/3 of students who completed the program with VU coaches tested into a course that was at least one level higher

Nearly 40% of the students tested out of the developmental education course of study completely

“I would not have been successful without my coach. Her constant feedback and positive reinforcement really helped me to get through the modules and successfully test into College Level Math.” LeeAnne Mobley, VU Student



Completion

Assessment

Vincennes University maintains its accreditation with the Higher Learning Commission through the Academic Quality Improvement Program process

All VU degree programs have learning outcomes and assessment plans in place

VU has aligned its general education core curriculum outcomes and assessments to articulate with statewide general education outcomes




Association
of American
Colleges and
Universities






VINCENNES UNIVERSITY



STUDENT ACCESS • RETENTION • COMPLETION 13

Completion – Indiana's Premiere Transfer Institution

Vincennes University Faculty & staff have earned & established over 250 articulation agreements with other institutions.

Vincennes University Offers a Purdue University Bachelors Degree in Industrial Technology on the Vincennes Campus.

VINCENNES UNIVERSITY

STUDENT ACCESS • RETENTION • COMPLETION 14

Completion – Industry Alignment



“Of all the colleges that we work with across the country, Vincennes University has the best Advanced Manufacturing program.”

Toyota Corporate

Nationally-Acclaimed Best Practice	Highly Integrated Career Pathway Design	Access and Affordability for Students
Workforce Aligned	Keeping Indiana Employers Globally-Competitive	Promoting Innovative Industry-led Collaboration

VINCENNES UNIVERSITY STUDENT ACCESS • RETENTION • COMPLETION 13

Completion – Industry Alignment

Jasper Center for Technology, Innovation and Manufacturing Career Advancement Partnership

A COOPERATIVE INITIATIVE BETWEEN VINCENNES UNIVERSITY JASPER CAMPUS AND REGIONAL MANUFACTURERS



VINCENNES UNIVERSITY STUDENT ACCESS • RETENTION • COMPLETION 14

Completion – Industry Alignment

CNC Machinist NOW

16 week program designed for military veterans and others to gain CNC Machining skills

“The [CNC Machinist NOW] program is an opportunity that is beyond spectacular. It is the light at the end of the tunnel. I thank everyone who put this together.”

Kenneth L. Isaacs Jr., Army Veteran

Indiana Automotive Council

AISIN USA
 CHRYSLER GROUP
 HEARTLAND AUTOMOTIVE
 HONDA MANUFACTURING OF INDIANA

SUBARU OF INDIANA AUTOMOTIVE
 TOYOTA MOTOR MANUFACTURING
 CONEXUS
 IVY TECH

VINCENNES UNIVERSITY STUDENT ACCESS • RETENTION • COMPLETION 17

